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ABSTRACT

This report describes problems directly related to the present method of dealing with suspension and expulsion in the Chicago public schools and recommends specific strategies for dealing with these problems. Problems discussed include: (1) the need for a definition of "gross misconduct"; (2) the need for the dissemination of information on Board of Education policies relative to suspension; (3) the need for thorough orientation of students as to suspendable offenses; (4) the need for clarification of suspension and expulsion policies; (5) problems related to the various roles delegated to school counselors; and (6) the loss of education experiences by suspended or expelled students. In addition, other problems that may contribute to suspensions and/or expulsions such as the socioeconomic level of students, divorce, unemployment, chronic illness, and delinquency are outlined. (EB)

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SUSPENSIONS AND EXPULSIONS IN CHICAGO PUBLIC SCHOOLS

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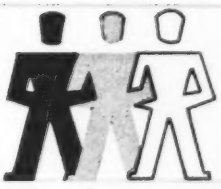

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I wish to express my deepest appreciation to the members of the Education Advisory Committee who devoted so many hours over the last 12 months to the study on suspension and expulsion. The enthusiasm they brought to the meetings inspired both myself and the Education staff.

I particularly want to express my appreciation to Commission Director James Burns, Margaret Conroy and Edmund Brooks, who were always ready to lend support and provide additional staff whenever needed. A special thanks must also be given to Janice Moore and Doris Atkins of our staff for keeping accurate records of our meetings, doing research, and typing extensive minutes and many drafts of the report.

Chicago Board of Education Superintendent of Schools, Dr. Joseph P. Hannon, deserves our gratitude for the close cooperation he has given us in sending his staff to our hearings, and in furnishing the Committee with needed information.

Demetri Konstantelos
Education Committee Chairman
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The Education Advisory Committee of the Chicago Commission on Human Relations was created to:

1. Assist in improving relations among racial and ethnic groups in schools and between schools and communities.

2. Assist in improving communications among groups which are concerned with race and ethnic relations in schools or where actions affect such relations.

3. Report to the Commission situations where equal opportunity does not exist in the educational process.

4. Determine whether the policies and procedures of other governmental bodies contribute in any way to racial or ethnic tensions within schools and if so to request the Commission to communicate with such bodies.

5. Inform the Commission on governmental actions affecting race relations in or among schools.

6. Promote understanding and communications between public, religious, and private schools.

The members of the committee represent private, public and community organizations which include Aspira, National Conference of Christians and Jews, Pilsen Neighbors Community Organization, Ravenswood Conservation Commission, Anti-Defamation League of B'nai B'rith, Chicago Region of Illinois Congress of Parents and Teachers, Chicago Board of Education, Chicago Teachers Union, Chicago Department of Human Services, Chicago Police Department, and Juvenile Court of Cook County.

The Education Advisory Committee was called into initial session by its Chairman, Commissioner Demetri Konstantelos. Several items were presented to the committee for consideration. The committee selected "Suspensions and expulsions in the Chicago Public Schools" as the first topic to which it wished to address itself. The committee's decision to select suspensions and expulsions as priority was due to extensive data the committee received on the subject. One item reviewed was the Civil Rights Report of 1973-74 from the U.S. Department of Health Education and Welfare. This report which was both alarming and of great concern to the committee showed that suspensions in elementary and high schools range from 0 percent to 125 percent. Such statistics could be an indicator tnat possible inequities exist among schools in their approach to discipline which result in suspension and expulsion.

A series of information seeking sessions was held by the committee at which district superintendents, principals, teachers, students, representatives of the Law Department of the Board of Education, as well as other key board staff, and a representative of the juvenile court system participated.

In developing this report the committee, in addition to conducting these information seeking sessions, reviewed Board of Education reports, newspaper articles, material from the State of Illinois Office of Education, and studies from other areas including the 1974-75 recommendations on suspension by the Human Rights Commission of San Francisco. The committee also studied research from other organizations such as the American Friends Service Committee, and reviewed legal opinions related to recent U.S. Supreme Court decisions on student rights in suspension and expulsion matters.

This report will reflect various other concerns which, although not directly related to the topic of suspension and expulsion, arose out of the committee's research.

From its research the Committee has isolated problems directly related to the present method of dealing with suspension and expulsion in the Chicago Public Schools. These problems are set forth as follows:

1. THE NEED FOR A DEFINITION OF "GROSS MISCONDUCT"

   Although students are suspended for "Gross Misconduct" the Board of Education has yet to define the term "Gross Misconduct." This lack of definition leaves the term open to interpretation by school administrators. As a result of this lack of consistency, students in one school could be suspended for an offense that may not warrant suspension at another school.

   CONCLUSION

   By leaving the term "Gross Misconduct" open to interpretation, inequities in administering punishment for rule infractions within the same school could exist. In addition, a student enrolling in a new school could violate a school rule which was not an infraction in his previous school.

   RECOMMENDATIONS

   To include the following items in formulating the definition of gross misconduct:

   a) Behavior which is injurious to persons and property; assault or battery of a student on school property.

   b) Behavior which disrupts the educational process or discipline in school. Such types of behavior should be detailed so that possible misunderstandings by students can be avoided.

c) Repeated minor incidents of misbehavior.

d) Gross disrespect, which includes recurring willful disobedience, repeated incidents of verbal disrespect, and open defiance to the authority of administrators, teachers and other school personnel.

2. THE NEED FOR DISSEMINATION OF INFORMATION ON BOARD POLICIES AND PRACTICES RELATIVE TO SUSPENSION

Research conducted in Chicago public high schools found that the most recent Board of Education report on suspension and expulsion was distributed only once to the schools in agenda packet for the appropriate Board of Education meeting. Three agenda packets are routinely sent to each school; one for the principal, one for the PTA, and one for the local school council. However, reports of subsequent Board action regarding agenda items are not readily made available to the entire school community.

CONCLUSION

Information of agenda items, subsequent Board action, and of superintendent's bulletins is usually not disseminated to the total school community. Total school community includes administration, faculty, students, parents, and parent organizations.

RECOMMENDATIONS

a) All Board of Education policies, guidelines, and practices relative to suspension and/or expulsion should be made available to the entire school community.

b) In addition to the above, such Board policies, guidelines and practices should be offered for printing in the school newspaper or bulletin.

c) Parent organizations also must be informed of the Board of Education's guidelines, practices and policies relative to suspension and expulsion.

d) All suspension and expulsion material must be duplicated and distributed annually. Policy modifications should be disseminated in writing as quickly as possible.

e) Parent or guardian must be requested to sign and return to the school a statement indicating receipt of a copy of the rules for suspension and expulsion.

3. THE NEED FOR THOROUGH ORIENTATION OF STUDENTS AS TO SUSPENDABLE OFFENSES

There is a mandatory freshman orientation with the date set by the Board of Education. However, the orientation frequently covers only a general overview of the school, such as activities, some rules, etc.

CONCLUSION

There is no orientation regarding suspension or expulsion on a *mandatory* basis. There is no orientation for the transfer student. If a student misses the orientation, there is no avenue for review of the material. There is no method to orient parents of grade school children to suspension and expulsion policies.

RECOMMENDATIONS

a) The Chicago Board of Education's suspension and expulsion report should be mandatory material to be covered in the freshman orientation.

b) Packet of school information including rules of school and list of suspendable offenses should be made available for every transfer student and parent.

c) Packet should be provided for every student not present at the orientation.

d) Orientation should be given to grade school pupils and their parents.

e) An evening orientation could be held for those parents who cannot attend the regular day orientation.

4. NEED FOR CLARIFICATION OF SUSPENSION AND EXPULSION POLICIES

Chicago Board of Education guidelines on suspension effective May 28, 1975, are as follows:

1. No student shall be suspended from school without using authorized procedures. Every suspension shall be reported immediately to the district superintendent using the appropriate forms and also reported to the parent or guardian of the pupil with a full statement of the reasons for the suspension.

2. A student facing suspension of ten days or less shall be given oral or written notice of the charges against him and an informal hearing arranged by the principal. At the hearing, the student will be

given an explanation of the basis of the charges as well as an opportunity to present his version of the facts.

3. A student facing suspension may request that a third party - such as a parent, school staff member or another student be present during the informal hearing.

4. In those cases where a student's presence poses a continuing danger to persons or property or is an ongoing threat of disrupting the academic process, the student may be immediately removed from school. In such cases the necessary notice and informal hearing should follow as soon as practicable.

5. Every effort should be made to ensure the student's receipt of class assignments for the period of the suspension. The academic grade of a suspended student will not be affected when class assignments are completed satisfactorily in keeping with standards applicable to all students set by the student's teacher. Teachers have the further option of testing pupils upon their return to class on the work submitted.

In Goss vs Lopez, the Supreme Court ruled that at a minimum, students facing suspensions not exceeding ten days must be given oral or written notice of the specific offenses charged against them and/or rules alleged to have been violated. A hearing which allows students to elicit evidence and explain their side of the story must be held *before* a suspension can be imposed, exeept in those circumstances detailed in No. 4 of the Chicago Board of Education guidelines. Although hearings for short term suspensions can be very informal, the Law Department of the Chicago Board of Education commenting on the Goss vs Lopez decision in a letter to the Chicago Commission on Human Relations observed that with regard to short term suspensions, "..... there may be situations in which elaborate procedures will be required. Thus it appears that the decision of the Supreme Court not only mandates rudimentary hearings where none were required before but also raises the possibility that more formalized procedures may be required in given situations."

CONCLUSION

This committee believes that the practice of suspending students from school except in situations where they pose a physical danger or actual threat of disruption is in most instances an inappropriate method of punishment. Suspension from school precludes many students from keeping abreast in their academic subjects and encourages students to voluntarily withdraw from school. We applaud

the approach now in practice in some Chicago public schools which allows students under suspension to remain in their classes and substitute an alternate method of punishment. By following such a practice, the loss of state aid revenues would be diminished.

RECOMMENDATIONS

a) Immediately upon notification of impending suspension, a student should be apprised of his rights, charges, and proposed length of suspension period.

b) Whenever possible, the Chicago Board of Education should postpone any suspension hearing until the student's parent or guardian is present.

1. If at all possible, parents should be immediately notified by telephone of the charges and rule violations allegedly committed by the student. A hearing appointment should be scheduled at a time when a parent or guardian can be present.

2. In addition, school administrators should give the student a hand-carried notice for delivery to the parent or guardian detailing the specifics of the offense. This notice should request that the parent contact the school to set up a date and time for the hearing, or confirm the predetermined time and date of the hearing, and should be returned to the school with a parent's or guardian's signature affixed on the following day.

c) If there is no parental response within 24 hours, the hearing should be held without parent or guardian but with an interested third party present if requested by the student.

d) If the student requests that a third party be present at a hearing in addition to the parent or guardian, school administrators should comply with that request.

e) Until the hearing is held and a decision made regarding whether or not a suspension is to be imposed, the student should be allowed to remain in his classroom if his presence poses no danger to persons or property and no threat to disrupting the academic process.

f) If indeed there appears to be a dispute over the facts and/or circumstances concerning whether a suspension

should be imposed, school administrators should consider even with short term suspensions utilizing more extensive hearing procedures. This would be to assess any mitigating circumstances and/or clarify any disputed points which might not emerge in an informal hearing involving only the student in question and the administrator. The issuing of a suspension should be postponed until these conditions are met except in situations contained in No. 4 of the guidelines.

g) If the decision to suspend a student is made, school administrators should ensure that step No. 5 of the Board of Education guidelines is followed.

h) If suspended, parents or guardians must be apprised that it is their responsibility to make certain that the student is under adult supervision during the school time.

Chicago Board of Education guidelines for the expulsion of Students state:

1. Before a student is expelled from school the principal shall submit a written request to the district superintendent for an expulsion hearing. The district superintendent shall refer the matter to the hearing officer assigned to his area.

2. The hearing officer will notify the parent or guardian of a student facing expulsion, using registered or certified mail, of a hearing to discuss their child's behavior. The notification shall state time, place and purpose of the meeting.

3. The hearing officer shall also inform the parent or guardian of the student's rights to secure counsel, to confront and cross examine witnesses and to call his own witnesses. Said hearing will be as private as possible, therefore, only those persons directly involved may be present.

4. Within three weeks after the conclusion of the hearing the hearing officer shall present a written summary of the evidence together with his findings and recommendations and a tape recording of the hearing to the district superintendent. If the hearing officer recommends that the pupil be expelled, he shall state the reasons for his decision and the date upon which the expulsion is to become effective.

5. The district superintendent will review the record of the hearing officer and promptly notify the parent of his determination.

CONCLUSION

The Chicago Board of Education expulsion guideline #2 does not currently specify a time period within which a formal hearing must be held.

RECOMMENDATIONS

a) In complying with #2 of the guidelines, expulsion of students from school, every effort should be made to schedule the hearings at a time which does not conflict with the parent's or guardian's work schedule and at a place convenient to the parent or guardian if practicable.

b) The expulsion hearing must be held within ten school days from the date of notification of intent to expel.

c) At expulsion hearings, latitude should be given to allow individuals to testify who may not be directly involved but who have information or data which could bear on the student's school behavior.

d) If a student is suspended from school pending an expulsion hearing determination, every effort should be made to ensure the student's receipt of class assignments prior to final decision.

5. THE ROLE OF THE COUNSELOR - RELATED PROBLEMS

The counselor, who is selected by a principal, is frequently assigned many other duties not directly related to the field of counseling, such as school disciplinarian, hall guard monitor, attendance teacher, etc.

CONCLUSION

Because the counselor is often engaged in unrelated duties, very little time may actually be devoted to counseling. Consequently, most actual counseling appears to take place primarily in crisis situations. This is further compounded by the fact that the average ratio of student to counselor is presently between 400 to 450 to 1.

A counselor's role is drastically diminished when the counselor also is acting as disciplinarian. A counselor must be free to create a climate of trust with the student which can be destroyed when the counselor also must administer punishment.

The priority role of counselor must be that of:

a) Offering guidance to students through contact in classrooms, lunchrooms, and in other areas where students gather, in addition to meetings in the counseling office.

b) Meditating between student, teacher, and/or administrators.

c) Facilitating a smooth re-entry of the student into the school community, and working with the families of students involved.

RECOMMENDATIONS

a) The elimination of those responsibilities assigned by the principals which detract from counselors giving counseling and guidance to those students assigned to them. This includes the elimination of:

   1. Disciplinary functions which dilute the effectiveness of the counselor.

   2. Maintenance of attendance records which takes away from needed counseling time.

b) Lower the ratio of students to counselor to 250 to 1, realizing that this is an average which could be subject to change depending on the needs of the individual school.

c) It is recommended that a method be developed to expedite the process of assigning additional counselors. Currently there are delays in fulfilling a principal's request for additional counselors due to changes within the school climate, i.e., increased enrollment, etc.

d) It is also suggested that the position of attendance recorder be re-established as part of the normal school staff.

e) School administration should be encouraged to seek supplementary resources such as community organizations and institutional resources to assist counselors in performing their duties.

f) Counselors should function as career resource persons, able to provide students with information on the job market which will enable them to set realistic goals.

They should also be able to provide students with requirements necessary for entrance into specific trades or colleges after completion of high school.

6. BUILT - IN FAILURE, POSSIBLE DROP-OUT -AND PUSH-OUT

Suspension and expulsion lead to the loss of education time for a student and can be causes for built-in failure.

CONCLUSION

The percentage of drop-outs is highest in the sophomore class, followed by, in order, the junior, freshman, and senior classes. By not utilizing full resources to assist those students who are facing difficulties with one or more classes, school administrators may be inadvertently encouraging student drop-outs. Every effort should be made to assist students to overcome problems which, if not corrected, could lead to withdrawal or suspension from classes.

It is imperative that alternatives to suspension be developed.

RECOMMENDATIONS

a) An up-to-date account of the past record of students should be kept. If a child is about to be dropped from school because of high absenteeism or suspension, there should be a staffing prior to the student's problem reaching a crisis point.

   Staffing can be defined as a meeting involving all personnel which could include parents, teachers, principals, counselors, as well as other school and community resources.

b) A periodic review of the students' records should be made by the appropriate counselor.

c) A communication vehicle should be established within a school which would provide the counselors with input from many sources (attendance office reports showing cuts, individual teacher reports on improper student behavior). This would permit time for the counselors and/or administrative personnel to initiate a staffing utilizing all appropriate resources.

d) Continued staffing to prevent recurrences of the problem rather than a "band-aid" temporary solution.

e) Alternative programs to the suspension procedure should be employed. This is not to be confused with the Board of Education's Alternative High School Program. Some of these programs which exist within the school system today are:

1. Bowen High School: This program is for minor discipline problems such as truancy, tardiness, etc. and would not be applicable in cases of extreme verbal or physical assault. Referrals are made by an assistant principal upon consent of student and parent to a community organization for the student to work doing clerical, clean up, or comparable productive work. This would be on the student's own time, in lieu of suspension.

   There is follow up by a teacher-social worker to determine if the student honored the agreement.

2. Lane Technical High School: A student is removed from his regular schedule and placed on an in-house suspension program schedule. Under this program the student attends these special classes in addition to receiving and completing regular class assignments. Lane teachers volunteer their regular "Duty" periods and are reportedly pleased with the program.

3. Students from Clemente High School utilize Aspira for their peer group counseling program. Twenty-five highly motivated students are selected and trained by Aspira and assigned five or six students each who are on the verge of dropping out of school. This program is an asset for many students who without such assistance could encounter scholastic difficulties.

The establishment of alternative programs such as those listed above can be facilitated by creating a central information source through the Board of Education. The Community Relations Department of the Board of Education can also be instrumental in disseminating such information.

7. SUSPENSIONS AND EXPULSIONS AS A SYMPTOM OF OTHER PROBLEMS

Suspensions and expulsions have increased in Chicago Public Schools. It must be noted, however, that the actual number of suspensions is indicative of a system faced with a multitude of serious problems. These problems seemingly are dealt with by the very limited process of suspension. However, they will not be eliminated nor ameliorated by simply reducing the number of suspensions or guaranteeing certain procedural rights to students. Much more is needed.

The topic of suspension and expulsion as a symptom of other problems will be touched on in future reports. However, other data brought out during the committee's investigation were of such significance that they could not be ignored. Since they do not deal directly with the procedures of suspension and expulsion they are found in the Addendum rather than in the body of the report itself.

CONCLUSION

Suspension and expulsion, which in some cases are a prelude to students dropping out and being pushed out of school, occur in all socio-economic levels. The committee's conclusions agree with the findings outlined in the Drop-out Prevention Summary of the Board of Education's Bureau of Drop-out Prevention that many of Chicago's school children are members of families with many problems -- divorce, desertion, unemployment, chronic illness, retardation, and delinquency. The findings also show that many students lack opportunities, motivation and the capacity to cope with their problems, improve their situations and develop into responsible citizens.

Many children do not necessarily understand or agree with certain "middle class" values. Schools have not met that misunderstanding in a clear and definitive manner nor have they provided adequate alternatives. Though many children participate in a subculture, these cultures, nevertheless, accept and promote consistent approaches to behavior and social responsibility for individual action. Many suffer from the impact of high mobility and low socio-economic status as a result of chronic unemployment and defacto segregated housing patterns. Many suffer educational and cultural handicaps arising from such factors as those above.

Current criticism of our schools indicates that public education is not supported by a consistent pattern of consensus. Schools suffer from a great burden of unmet expectations imposed by a public not exactly sure of the general purpose it desires from the educational process. Not unlike the rest of nation, there exists a lack of clear policy in Chicago for defining and sorting priorities from among the demands of diverse interests and viewpoints.

Television, as the most popular mass medium has a most pervasive influence on child attitudes. Studies seem to indicate that television violence increases the likelihood that viewers will behave agressively. It is well known that children entering school for the first time have many many hours of television viewing already behind them.

Studies have pointed out the negative effects arising out of schools where enrollments exceed 600 pupils: Staff cannot differentiate between wandering students and those who are outside intruders. Face to face contact with staff is reduced,

fewer students fall under direct control of staff, over-crowded facilities such as washrooms, gymnasiums, hallways and lunchrooms become unmanageable. Crowded facilities produce confusion, lack of identity and finally alienation. This also brings about teacher as well as administrator fear in the school environment.

Schools must have the supportive efforts of family and community, as well as staff, in order to provide a reasonably decent and proper atmosphere for an educational program. In particular, the disadvantaged student must be given reinforcement from all available school-community resources. Students, as well as parents and teachers, must have a feeling of being wanted and comfortable within the school setting and that schools will serve their needs adequately.

RECOMMENDATIONS

The Committee strongly agrees with views expressed by Dr. William Jones in his Summary on Drop-out Prevention. Therefore the committee has incorporated these views by making them the first recommendation in this section:

a) Use of para-professionals: (teacher aides, school community representatives, security aides) to:

1. Orient parents on how to help their children excel in school.

2. Involve the parents in school-community activities that reinforce the school program with their children.

3. Assist in modifying attitudes and values about the school that influence the child to learn.

4. Provide career models for parents and children.

5. Assist in improving the self-image of children.

6. Enable teachers to give more individual help to children.

7. Reinforce the motivation for success in school and assist in the modification of cultural patterns of behavior that promote school achievement.

b) The Board of Education should make every effort to emphasize in its curricular educationally relevant television programming.

c) The Board of Education should use its influence to effect a reduction in the kind of television programming that emphasizes physical violence and crime.

d) The Board should endeavor to have its district superintendents set up school security and behavior standards programs. These programs should be promulgated after community and parent organization, as well as staff in-put has been accepted.

e) The Board of Education should direct its school principals to set up rules of conduct in a simple and codefied manner that correspond to the Board's ultimate definition of gross disobedience and misconduct.

f) Since it is apparent that declining enrollment will be with us for some time, the Board should utilize every method at its disposal to reduce overcrowded and congested conditions at each school.

g) The Board of Education should confirm through its school level inservice meetings that every staff member, both professional and non-professional, is familiar with and has access to the various services and agencies that can be utilized to provide the best possible service for pupil personnel problems.

h) The Board of Education should direct its administrators to assure that procedures and policies at the local school level are such that parents feel welcome. There should be an open and honest attempt by school officials to alert parents of particular problems regarding their child as well as eliciting their support in resolving them. This would help alleviate administrative and teacher fear that has been evident in many schools concerning the problem of suspension-expulsion and the fear of reprisal.

A D D E N D U M

SUSPENSIONS AND EXPULSIONS AS A SYMPTOM OF OTHER PROBLEMS

As stated under item 7, (pg. 13) of this report, the committee found during its investigation that many suspensions and expulsions result from symptoms based on other problems. The statistics listed below revealed the magnitude of the problem. However, since the items listed are not directly related to the topic of suspension and expulsion, they are merely listed without comment. It is important, therefore, not to confuse the report on the topic of suspensions and expulsions with the items listed in this addendum. Many of these items were also found to be included in the Chicago Board of Education's Bureau of Drop-out Prevention Summary.

a) A substantial number of drop-outs are disadvantaged. The disadvantaged have many common characteristics including economic distress, and lack of choice.

1. Conservative estimates indicate that fifty-five to sixty percent of the Chicago public school children are disadvantaged.

2. The range for non-completion of high school is 50 - 80 percent in disadvantaged high schools with an average or more than 50 percent. The city wide average is approximately 37 percent for non-completion of high school; less than five percent of disadvantaged youngsters participate in higher education.

3. There are approximately 262,000 children in Chicago of school age (five through eighteen) on Aid to Families With Dependent Children (AFDC). Of these, 192,000 are of elementary school age; 70,000 are high school age. This group comprises the largest segment of the disadvantaged.

4. Eighty to ninety percent of drop-outs are disadvantaged which have been characterized as those who are under poverty or economic stress. However, many children may be labled as disadvantaged for other than economic reasons. Lack of home motivation, the inability to cope with problems such as alcoholism or chronic illness in the family, and cultural and language handicaps may affect any child.

5. Drop-out rates are significantly higher among families headed by females.

6. Approximately seventy-five percent of the poverty level and below families in Chicago are Black.

7. Two-thirds of the Black poor families at or below poverty level are headed by females.

8. Police records indicate that teenage drop-outs commit crime at a rate six to nine times that of in-school students.

b) Out of 5,945 students who dropped out of 69 high schools in various districts in Cook County suburban public high schools in 1974-75, - 3,416 dropped out for lack of interest.

c) More than eighty-eight percent of the inmates in the Cook County Jail have not completed high school.

d) When drop-outs return to a school-related program their crime rate decreases very signficantly.

e) Five of the last 6 Gallup Polls on education indicate that the number one problem plaguing public schools is lack of discipline.

f) Pupil enrollments are declining both in Illinois and Chicago. Overall membership declined approximately 2% in 1975 in the entire school system, but elementary pupil enrollment declined by 3.2% indicating that future enrollment declines will be more dramatic.

g) Approximately 43% of the 602 Chicago Public School buildings are more than 50 years old.

h) Of the 494 elementary schools, over 290 have enrollments exceeding 600 and 93 have enrollments exceeding 1000.

i) There are over 200 elementary schools on closed campus programs.

On December 16, 1976, the Commission on Human Relations voted unanimously to approve the report prepared by the Commission's Education Advisory Committee on Suspensions and Expulsions in the Chicago Public Schools.

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